

Texas Education Agency
Standard Application System (SAS)

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY APR 30 AM 10:57 PLACE DATE STAMP HERE </div>
Grant Period:	August 1, 2018 – July 31, 2019	
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Amendment #	
San Benito CISD		031-912		
Vendor ID #	ESC Region #	DUNS #		
1746002224	1	083137463		
Mailing address		City	State	ZIP Code
240 N. Crockett Street		San Benito	TX	78586
Primary Contact				
First name	M.I.	Last name	Title	
Jack	L	Garcia	Afterschool Program Director	
Telephone #	Email address		FAX #	
956-361-6450	jacgarcia@sbcisd.net		956-361-6505	
Secondary Contact				
First name	M.I.	Last name	Title	
Dr. Nate		Carman	Superintendent of Schools	
Telephone #	Email address		FAX #	
956-361-6100	ncarman@sbcisd.net		956-361-6115	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Dr. Nate		Carman	Superintendent of Schools
Telephone #		Email address	FAX #
956-361-6100		ncarman@sbcisd.net	956-361-6115
Signature (blue ink preferred)		Date signed	

Nate Carman, Ed.D.

4-25-18

Only the legally responsible party may sign this application.

701-18-111-032

Schedule #1—General Information

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): N/A

End date (MM/DD): N/A

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	031-912	Dr. Nate Carman	(956) 361-6110	\$860,493
	San Benito CISD	<i>Nate Carman, Ed.D.</i>	ncarman@sbcisd.net	
Member Districts				
2.	031-911	Mr. Ismael Garcia	(956) 748-1000	\$372,585
	Rio Hondo ISD	<i>Ismael Garcia</i>	garcia@rhisd.net	
3.	245-904	Dr. Albert Pena	(956) 248-5679	\$215,040
	San Perlita ISD	<i>Albert Pena</i>	apena@spisd.org	
4.				
5.				
6.				
7.				
8.				

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
Grand total:				\$1,448,118

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The **STARS** (South Texas Alliance for Rural Schools) **Afterschool Program** is a collaboration between San Benito Consolidated Independent School District (SBCISD), Rio Hondo Independent School District (RHISD) and San Perlita Independent School District (SPISD). The purpose of this collaboration is to extend learning opportunities outside the regular school day to improve educational outcomes for families living in "rural" communities. For purposes of this grant, San Benito CISD will serve as the fiscal agent; Rio Hondo and San Perlita ISD will be project partners.

The goal of our program is to support families living in rural communities in South Texas. Rural communities are areas located outside of urban or metropolitan regions with populations of 10,000 or more, but also include communities with fewer than 2,500 residents (Center for Rural Education and Communities, 2004). Rural school districts are plagued with many obstacles when it comes to providing a quality education (Camera, 2016). They are typically situated in high agricultural areas and share the common characteristic of having to do more with less. Over 90 percent of students at rural schools are bused and often lack access to technology. Partnerships and collaborations are limited due to geographic location and staff capacity issues are challenging (National Association of State Boards of Education, 2016). In the rural communities of San Benito, Rio Hondo and San Perlita we are faced with all these issues. However, given the importance of improving rural schools at the federal and state level, we have prepared an application that will specifically address this goal for our school districts.

San Benito is home to approximately 24,250 residents and is located a short distance from Rio Hondo and San Perlita. Rio Hondo and San Perlita are smaller rural communities with populations of 2,356 and 573 residents. The median household income of families living in our communities range from \$22,500 to \$26,250. As rural communities, our families are spread across large geographic areas resulting in long travel distances between home and school. In some cases, our students spend an hour on a bus to get home. This geographic isolation also makes it difficult for students to take part in additional programs due to limited transportation (Afterschool Alliance, 2007). County-level data gathered through the U.S. Census (2010), reflects that San Benito, Rio Hondo and San Perlita are located in counties with the highest poverty level in Texas. San Perlita is located in Willacy county and ranks **second** in the state for residents living in poverty (38.9 percent). San Benito and Rio Hondo are located in Cameron county and 47 percent of the children in these communities live in poverty. In addition, our districts face similar challenges in the educational setting. The demographic makeup of our schools is 95 percent Hispanic with 95 to 97 percent being English Language Learners (ELL). We also serve a high number of economically disadvantaged students with San Benito at 84.2 percent, Rio Hondo at 86.7 and San Perlita at 74.1 percent (Texas Academic Performance Report, 2016-17). The at-risk population of our ten sites is also well above the state's average of 50.3 percent. With that said, we believe 21st Century Community Learning Center (CCLC) funding can make a profound difference for families living in our communities and enhance the learning experience for our students.

The STARS program is unique because it will serve **three** school districts and it will have a regional impact in South Texas. The students served by the grant will span two counties and it will focus on the poorest regions of Texas. The planning for this grant began in 2017, and is fully supported by all superintendents and their school boards. A community/campus needs assessment was performed and principals, teachers, parents, community leaders, and staff at each district were interviewed. Through this investigation, we identified the most pressing needs and discussed how we could leverage current district resources and partner with local non-profits and educational institutions to improve programs and services. We were able to garner the support of the Boys & Girls of San Benito, the University of Texas Rio Grande Valley, Texas State Technical College, Workforce Solutions and Willacy County. We will also have an adjunct site at the Coastal Land Resource Center (CLRC), a multipurpose facility along Port Mansfield Bay that will serve as an educational site for our students, parents, and staff. Through this partnership, the program will serve **1,050** students at 10 different learning centers: (6) elementary schools, (1) middle school, and (3) high schools. The project will be managed by a Project Director, (10) Site Coordinators, (1) Family Engagement Specialist and other administrative staff including part-time teachers and instructors to assist with program activities. All activities are designed based on federal statutes and TEA program requirements and will be streamlined across all learning centers. Our partnership will include a healthy balance of resources to serve parents and students in all districts, as well as, professional development activities for our staff to learn best practices for creating a successful program.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018 to July 31, 2019

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,147,118	\$49,500	\$1,196,618
Schedule #8	Professional and Contracted Services (6200)	6200	\$44,500		\$44,500
Schedule #9	Supplies and Materials (6300)	6300	\$120,000		\$120,000
Schedule #10	Other Operating Costs (6400)	6400	\$87,000		\$87,000
Schedule #11	Capital Outlay (6600)	6600			
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,398,618	\$49,500	\$1,448,118
1.877% <u>indirect costs</u> (see note):			N/A	\$27,181	\$27,181
Grand total of budgeted costs (add all entries in each column):			\$1,398,618	\$76,681	\$1,475,299

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$ 575,125	\$12,500	\$587,625
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,475,299
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$73,765

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher		50	\$225,000
2	Educational aide		40	\$150,000
3	Tutor			\$0
Program Management and Administration				
4	Project director (required)	1		\$63,000
5	Site coordinator (required)	10		\$400,000
6	Family engagement specialist (required)	1		\$38,500
7	Secretary/administrative assistant	1		\$35,000
8	District Data Entry Clerk	1		\$18,920
9	Grant accountant/bookkeeper			\$0
10	Evaluator/evaluation specialist	1		\$25,000
Auxiliary				
11	Counselor			\$0
12	Social worker			\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$0
14	ESC coordinator/manager/supervisor			\$0
15	ESC support staff			\$0
16	ESC other			\$0
17	ESC other			\$0
18	ESC other			\$0
Other Employee Positions				
19	Part-Time Program Assistants	40		\$130,000
20				\$0
21				\$0
22	Subtotal employee costs:			\$1,085,420
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$0
24	6119 Professional staff extra-duty pay			\$9,336
25	6121 Support staff extra-duty pay			\$11,617
26	6140 Employee benefits			\$90,245
27	Subtotal substitute, extra-duty, benefits costs			\$111,198
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,196,618

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 031-912		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Staff Trainings: Contracted services for staff to improve performance, implementations, strategy development or operational improvement	\$7,000
2	Parental Engagement Contracted Services: ex: ESL & Adult Courses	\$6,500
3	Program Staff & Direct Cost for consultants: Contracted Services for enrichment activities such as Boys & Girls Club, Fine Arts, Dance, Chess, Fitness, etc.	\$20,000
4	Leadership Consultants for Counseling Program	\$5,000
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$38,5000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$6,000
(Sum of lines a, b, and c) Grand total		\$44,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 031-912

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$120,000
Grand total:		\$120,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 031-912		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$14,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$18,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$32,000
Remaining 6400—Other operating costs that do not require specific approval:		\$55,000
Grand total:		\$87,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 031-912			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment or furniture				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29	0			\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree, minimum 5 yrs experience in education field. Strong supervisory and budget management skills with ability to manage a diverse team and work with administrators. Program evaluation and data reporting experience a plus. Teacher certification or Master's preferred.
2.	Site Coordinator(s)	Bachelor's degree, minimum 2 yrs experience in education field. Strong organizational and leadership skills, prior supervisory and budget management experience a plus. Prior experience in academic program design preferred. Teacher certification not required.
3.	Family Engagement Specialist	Associate's required, Bachelor's degree preferred. Minimum 2 yrs of parental and/or community programming. This full-time position will plan, coordinate, and implement Family Engagement Programs at each of the (10) centers.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academics & Attendance Performance	1. Perform campus needs assessment at each center	08/13/2018	08/17/2018
		2. Campus committee develops criteria for selection	08/20/2018	08/24/2018
		3. Campus committee reviews previous year data	08/20/2018	08/24/2018
		4. Recruit students who need academic support	08/27/2018	09/03/2018
		5. Enroll all eligible participants	08/27/2018	Open
2.	Improve Behavior	1. Perform campus needs assessment at each center	08/13/2018	08/17/2018
		2. Campus committee develops criteria for selection	08/20/2018	08/24/2018
		3. Campus committee reviews previous year data	08/20/2018	08/24/2018
		4. Recruit students who need social support	08/27/2018	09/03/2018
		5. Enroll all eligible participants	08/27/2018	Open
3.	Improve Promotion	1. Perform campus needs assessment at each center	08/13/2018	08/17/2018
		2. Campus committee develops criteria for selection	08/20/2018	08/24/2018
		3. Campus committee reviews previous year data	08/20/2018	08/24/2018
		4. Recruit students who need academic support	08/27/2018	09/03/2018
		5. Enroll all eligible participants	08/27/2018	Open
4.	Improve Graduation Rates	1. Perform campus needs assessment at each center	08/13/2018	08/17/2018
		2. Campus committee develops criteria for selection	08/20/2018	08/24/2018
		3. Campus committee reviews previous year data	08/20/2018	08/24/2018
		4. Recruit students who need academic support	08/27/2018	09/03/2018
		5. Enroll all eligible participants	08/27/2018	Open
5.	Improve Family Engagement	1. Perform campus needs assessment at each center	08/13/2018	08/17/2018
		2. Campus committee develops criteria for selection	08/20/2018	08/24/2018
		3. Family Engagement Specialist recruits families	08/20/2018	08/24/2018
		4. FES informs families of program goals	08/27/2018	09/03/2018
		5. Enroll all eligible participants	08/27/2018	Open

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The process for determining the needs of our program began in November 2017. By meeting with both community and campus stakeholders, we identified how the program could assist families particularly those in most need. We first met with the superintendents in San Benito, Rio Hondo and San Perlita to share the opportunities available through 21st CCLC funding. A common trend identified among our districts is that we serve some of the most isolated communities along the border and we face similar issues when it comes to educating our students and families.

During a five-month period, we held a series of one-on-one meetings with community leaders and administrators in each of the three school districts. Once information was presented about the program, individuals were asked to meet with their respective teams (principals, teachers, counselors, parents, students and staff) to identify areas of the grant that could best support their schools. We provided a needs assessment worksheet and asked that it focus on student academic achievement and enrichment activities that were academically aligned with state standards such as the Texas Essential Knowledge and Skills (TEKS) and end of course exams. We also encouraged stakeholders to consider activities that build students' skills in reading, writing, science, technology, engineering, and math (STEM) or workforce and career-building competencies. During our one-on-one meetings we spoke with campus leaders about at-risk students and students we describe as 'on the bubble'. Through our experience we have found that extended learning opportunities not only benefit students who perform poorly, but also support students seeking additional strategies to move beyond average test scores or grades. Lastly, we encouraged each district to create a campus evaluation team at each learning center to serve as the authorizing body to recommend students to the STARS Afterschool Program.

Once we collected data from our meetings, we analyzed the information and categorized the recommended activities into the four Texas ACE components: academic assistance, academic enrichment, family & parent support, and college/workforce readiness. We eliminated any activities that did not support the goals and objectives of the grant. The next step involved the selection of the community learning centers. In San Benito, there are 19 schools of which 7 are currently grant funded. We examined the remaining 12 and determined (4) elementary schools and the high school would be best served. A total of five schools from SBCISD will participate in this grant. The other five community learning centers are located at our partner districts. Three (3) centers in Rio Hondo will support the district's intermediate, junior high, and high school with its elementary school as a feeder. In San Perlita two (2) centers will support the district's elementary and high school, with the middle school as a feeder.

The STARS Afterschool Program will address the gaps identified through the needs assessment process. For instance, when interviewing San Perlita's superintendent we learned the district serves a 329 square mile area, inclusive of ranches and a town called Port Mansfield which is 17 miles away. The district has a total of 53 teachers for all grade levels (K-12) and a majority of teachers do not live in the community. Teachers serve in different roles and the superintendent must be very resourceful in utilizing the staff he does have. For example, the math teacher at SPISD is the same teacher for grade levels 3, 4, and 5; and in some cases, stays afterschool to tutor students. Along with staffing issues, students' access to technology is poor. Most students that attend SPISD do not own computers at home and must reserve time in the computer lab while at school. For five months, conversations such as these took place in all three school districts and we heard the story of the "country schools vs the city schools". As one principal shared, "we want our kids to have the same opportunities as city schools and to believe in themselves and not feel they are less than city kids."

Activities at our centers will be carried out with the guidance of the Project Director and the support of Site Coordinators and their staff. At the start of the year, a center delivery plan and a new campus needs assessment will be conducted at each site to align activities with learning and participation outcomes. The annual assessment and program implementation assurance will also serve a guide to assess whether programming is TEA compliant. Project and center plans will include timelines and methods for monitoring goals and objectives. TEA Lesson Plan worksheets will also be used to structure center-level activities. We will also ensure data is collected from the district for school day attendance and grades for the Texas 21st Century Student Tracking system (TX21st). Feedback received through our external evaluation will also provide insights to changes or adjustments needed throughout the term of the grant.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ ☐ This applicant is unable to partner.

The STARS Afterschool Program is a partnership between three school districts: San Benito, Rio Hondo and San Perlita. We are excited that this partnership has the potential to improve learning outcomes for over 1,000 students. As a former recipient of 21st CCLC grant funding, SBCISD is aware of the positive impact this grant can have on a community and it is the reason we are working together to improve services for families in rural communities.

Through our partnership we have gained the support of a variety of organizations in both Willacy and Cameron counties. These partners are committed to helping us take this program to the next level. During our interviews, several individuals shared that this was the first time they learned of school districts in the Rio Grande Valley working together to provide a comprehensive afterschool program. They were excited to learn how their organizations could serve an entire region through one program. As a partner shared, "I know if I support you, our services will not only help San Benito but also two other communities. It's time people in the Valley come together."

Along with our district partners, we have five additional organizations that will play a significant role in our programming. These partners include: The Boys & Girls Club (BGC), Workforce Solutions of Cameron County, The University of Texas Rio Grande Valley (UTRGV), Texas State Technical College (TSTC), and the Coastal Land Resource Center (CLRC) in Willacy County.

The Boys & Girls Club is an organization that offers enrichment activities to improve the lives of students through programming focused on self-esteem, courage and positive values. The goal of our partnership with BGC is to offer students access to Saturday programming. The BGC team will rotate across our 10 CCLC to provide five hours of Saturday programming. They will offer activities such as Triple Play, a nationally recognized program started by the Let's Move Initiative launched by former First Lady Michelle Obama. Triple Play offers age appropriate modules to teach students about nutrition, healthy living, positive behaviors, and to promote physical activity. The staff of the BGC will work closely with our Site Coordinators to plan Saturday modules and ensure it complements activities taking place during the weekday.

Another partner that will support this application is Workforce Solutions of Cameron County. This organization is focused on providing high quality workforce resources for adults. As a partner they will administer workshops on financial literacy, job readiness, adult education training, and provide use of their Mobile Resource Lab. The Mobile Resource Lab, is a mobile classroom that will rotate throughout all centers to support parents with limited transportation. The Lab is handicap accessible and is fully equipped with wi-fi, computers, printers, and fax machines. By using these services our parents will have support with creating resumes, job searches, and any other job/career focus needs.

The University of Texas Rio Grande Valley is another important partner. The Department of Counseling and Guidance faculty will work with our staff to design our personal well-being program. Masters and doctoral students will intern at our 10 CCLC and will offer mental health services that include individual and group counseling on topics such as resiliency, positive psychology, and leadership. As part of our mentoring program, we will work with Texas State Technical College to have student interns that will mentor our afterschool participants.

Finally, we are partnering with the Coastal Land Resource Center (CLRC) in Willacy County to serve as an adjunct site for educational programming. This 1,500 square foot facility is located at Laguna Point Park along Port Mansfield Bay. The goal of the Center is to promote education and raise awareness of the importance of intertidal habitat essential for healthy fisheries, coastline and biodiverse ecosystems. The CLRC is directed by a former 21st CCLC Project Director and has aligned TEA curriculum that will give our students access to a wealth of hands-on environmental programming. The facility will also offer the opportunity for on-site staff development opportunities and educational field trips.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Research shows that quality afterschool programs have the ability to excite children about learning. They also have the capacity to strengthen students' engagement in school and help them set higher educational aspirations (Afterschool Alliance, 2014). With that in mind, activities designed for our afterschool program were created using the Texas ACE objectives—to improve outcomes for students in academic performance, attendance, positive behavior, grade promotion and graduation rates. Ultimately, our program is focused on changing the behaviors of our students and families with reasonable milestones.

Academic performance is a top priority of our program and we will recruit students who are in need of academic support. At each CCLC, we will have a 'STARS Advisory Team' that will consist of the campus principal, counselor, key teachers, and the site coordinator. Site Coordinators will work with these teams to gather a list of recommended students who are 'on the bubble' or in most need of afterschool programming. Weekly meetings will be held to discuss the program and determine how activities are impacting students' academic achievement and overall performance. The team will also evaluate student data to determine on-going progress from assessments such as: My Virtual Reading Coach (MVRC); Texas Primary Reading Inventory (TPRI); Scholastic Math Inventory (SMI); Scholastic Reading Inventory (SRI); and PEIMS's report cards. In addition, the team will analyze documents in cumulative folders that may help keep a record of obstacles students may be facing in different areas of their life. For example, discipline issues, referrals and incidents at home (i.e. family crisis, homelessness, etc.). All these efforts and processes will ensure we meet the measures of effectiveness as described in the authorizing statute, particularly for academic performance.

Through our community and campus needs assessment we also identified two overarching themes that will be integrated throughout our programming: **mentorship** and **personal well-being**. We believe these two programming features will have a direct impact on a student's ability to perform well in school while advancing towards graduation. Data shows that a mentor-protégé relationship is one of the most effective relationships that can occur in school settings (Allen & Eby, 2007). More importantly, it can have a positive impact on a student's academic, social, and personal life. Our program will institute a mentor model throughout our 10 learning centers. The goal is to have older students mentor younger students who are transitioning from one point in their educational journey to another. In our afterschool program, college students from Texas State Technical College will be hired to support our high school participants. A fall and spring curriculum will be designed that includes various activities these mentors will follow so they can support their mentees.

Along with mentorship, we will integrate opportunities for students and families to take advantage of personal counseling. Research has shown that detecting and addressing mental illness, especially for adolescents ages 13 to 18, can impact school success and academic achievement (U.S. Department of Health and Human Services, 1999). In an effort to combat the stigma of mental illness and improve services in our communities, we are integrating counseling activities into our program. We believe trained professionals available during our afterschool program will be critical. To accomplish this, we will be collaborating with the University of Texas Rio Grande Valley Department of Counseling and Guidance to utilize our centers as internship sites for masters and doctoral students. These interns will provide a set number of individual and group counseling sessions per week focused on personal well-being. This curriculum will give students and families positive ways to cope with stress by using strategies on resiliency, positive psychology, and leadership. We believe this component of our programming can have a positive impact on the students' well-being and change behaviors in and outside the classroom.

Lastly, all our activities will be designed using the Center Service Delivery Plan. They will be aligned to supplement school day content and on-going monitoring procedures. These activities will be in place to ensure grant goals and objectives are met. Furthermore, the Project Director and Site Coordinator will conduct center and activity observations to monitor student and family engagement. In the end, we designed a program that meets TEA guidelines, incorporates innovative practices, and addresses the needs of our communities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

San Benito CISD has over 19 years of experience providing extended learning to families in our community both grant and non-grant funded. We have been a recipient of six Texas 21st CCLC grants (Cycles 1, 3, 5, 6, 8, 9). Through this time, we have gained the experience and knowledge on how to create and implement activities that have a direct impact on our students' academic performance, achievement, development, postsecondary and workforce preparation. We have supported other Texas ACE programs by presenting best practices for creating sustainability plans, designing strong safety protocols, and establishing effective management systems. It is important to note that Texas ACE programs and Texas 21st CCLC have changed over time. In every instance that we have applied, we push ourselves to provide services for our most needy students. Every grant we have been awarded has had a different focus and outcome. For instance, during Cycle 8 our grant focused on youth in detention centers and academic boot camps. Given research on the school-to-prison pipeline, we wanted to support students that are suspended and have little services like Texas ACE to help them turn their lives around. During Cycle 9, we expanding our support to another school district in the Rio Grande Valley and partnered with Lyford CISD. We believe that we have been good stewards of federal funding and continually strive to offer innovative programming and serve as a model to others across the state.

For Cycle 10, we are expanding our efforts to serve more families in our region. For the first time in our history we are partnering with two districts and we are determined in making a bigger impact in South Texas with our partners. This effort has taken and will require strong coordination and planning; however, we believe our afterschool program has the history and capability to accomplish this task. In the future, we hope larger districts like SBCISD will follow pursuit and move away from the same trend of competing with other districts in the area.

Our strategy for designing educational activities involves a two-step process. First, we ensure the activities are aligned with the Texas ACE program goals. Second, we go the extra mile to ensure the programming we offer to students and families is something they would not normally have access to at home. For example, we do not have available in our communities some of the more advanced science, theatrical or art museums like larger cities such as Austin, Dallas or Houston. Instead, we have to create programs that will expose students to these experiences. Some of the activities we are interested in offering our students include: Chess, Ballroom Dancing, TSI Prep, Technical Certificate Courses and MMA Club to name a few.

In 2000, SBCISD implemented a Chess Academy as an afterschool enrichment activity that would stimulate critical thinking and learning outside the classroom. Today, students from San Benito travel to New York, Pennsylvania, Florida and Ohio to compete with some of the top players in the country. Chess is an example of an enrichment activity that was born out of Texas 21st CCLC programming/funding and grew into a district-funded program that is strongly supported by our administrators and families. We plan to offer this type of programming and share with our district partners ways in which they can implement a successful Chess program in Rio Hondo and San Perlita. We are also interested in offering Ballroom Dancing. A study by the Albert Einstein College of Medicine (2003) showed that dancing improves brain health, reduces stress and promotes long-term memory and decision-making. We want to begin offering Ballroom Dancing for middle school-aged students to help improve their social skills and teach proper etiquette and respect among young boys and girls. Another focus of our program is to offer activities that will support college and career readiness. When reviewing completion of two or more Advanced/Dual Credit Course across all three districts, the results were alarming (Texas Academic Performance Report, 2016-17). Our districts scored well **below** the state average is 48.7%, with SBCISD at 24.2%, RHISD at 38.8% and SPISD at 36.4%. We want to implement activities such as TSI Prep to ensure more of our students are taking advantage of the opportunities to earn college credits while in high school. We also want to offer alternative programming such as technical certificate courses so students can leave high school with some form of applicable job training upon graduation. These are just a few examples of how we plan to use best practices and evidence-based information to enhance academic performance and positive youth development among our students in our program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The STARS Afterschool Program will begin no later than September 4, 2018 and will run a minimum of 35 weeks per year across all terms, including summer. Programming will run a minimum of 15 hours per week for five days a week during the spring and fall semester. We will also ensure that center-level activities will be held for 45 consecutive minutes for each hour the center is open. The student/teacher ratio of our classrooms will be 1:15 and if a larger number of students are present, we will follow TEA program guidelines of 1:22. Many of our activities will incorporate small group learning to encourage the importance of working in teams and to provide an intimate setting for our students. Instructors will use an array of strategies to ensure our lessons are adapted to students of all learning backgrounds and needs. Given our high number of ELL students, we will hire certified teachers that are comfortable and capable of engaging with these students. Activities will be designed at each center with the support of the 'STARS Advisory Team' which is made up of the campus principal, counselor, key teachers, and the site coordinator. Weekly meetings will be held to discuss the program and determine how these activities are impacting students' academic achievement and overall performance. Below is a snapshot of the activities we have planned.

Academic Assistance Activities

Homework Club: supports students with class assignments and strategies to improve their learning

Write All About It: play writing, blogging, and journalism to strengthen students' writing, revising, and editing skills

Robotics: hands-on activities that teaches students of S.T.E.A.M. (Science, Technology, Engineering, Art and Math)

CODE IT: coding classes to teach basic computer science skills through instructional games

Pop-Star Reading: adults reading to young children to encourage reading and to help build Reading and Writing skills

Test Masters: provides practical skills to help students learn new strategies for taking tests, writing notes, and studying

It's Your World: project-based learning activities in Social Studies focused on improving STAAR performance

MATHtastic: hands-on math activities aligned with the Texas Essential Knowledge and Skills in preparation for high school graduation

Academic Enrichment Activities

Peer Mentors: mentor program set up to support students with their transition in school

My iPod: fosters positive self-esteem and exposes students to music by offering rock band, mariachi, and orchestra

Ballroom Dancing: dance lessons to improve students' social skills particularly respect among young boys and girls

End of Year Performance: dance and drama where students will perform community shows

ME First: classes focused on anti-bullying, character building, conflict resolution, nutrition, etiquette, and fitness

Commu&ME: classes on community gardening, graffiti cleanup, and community service

Powerhouse MMA Club: provides student mental and physical development while cultivating a students' strong sense of self-esteem, self-worth, fair play, and exceptional sportsmanship

College & Workforce Readiness Activities

A range of classes will be organized to focus on college and workforce readiness. Through our research, we have found the advanced course/dual-credit completion for our districts is low. As a result, the program will be offering intense tutorial sessions to improve performance in AP classes and exams. We will also coordinate speakers to share information with our high school students about various careers. Our partners at the local community college and university will also be involved to support our students in this area. Courses will be offered to assist students in obtaining a trade certification to enter the workforce upon graduation such as: Microsoft Access, OSHA certifications, and AutoCAD.

Parental Support

We plan to offer a variety of activities to support parents. Through our partnership with Workforce Solutions we will provide workshops for parents in the area of financial literacy, resume building, job support and much more. They will also be supporting us with the use of their Mobile Resource Lab, a mobile classroom that will rotate throughout our centers to support parents with limited transportation. The Lab is handicap accessible and is fully equipped with wi-fi, computers, printers, and fax machines. Support staff is available on the Mobile Lab to assist parents with resumes, job searches, and any other job/career focus needs. Along with the Mobile Lab, we will offer academic and enrichment services such as: GED and ESL classes, adult certification courses, computer literacy & technology courses, and health and wellness options such as yoga and Zumba. We will also support parents with college and career information. We will offer monthly workshops focused on the college application process, financial aid, entrance exams, and college experience to expose parents to their child's experience, but also encourage them to complete their degrees.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The STARS Afterschool Program will use a variety of methods to disseminate information to participants.

They include:

Collaborating with school administrators to provide school-wide announcements through daily intercom notices, parent/teacher meetings, bulletin boards, school flyers, and other school-related marketing options;

Utilizing the district website at SBCISD, RHISD, SPISD to inform the community of the afterschool program, especially of program registration, events, locations, contacts and schedule information;

Informing members of FACE- Family and Community Engagement, Parent Teacher Organization, Special Education Department, Gifted/Talented program, Migrant program, Teachers Association, and other district service departments;

Organizing a showcase at a local community center to introduce the afterschool program and staff;

Announcing program activities and events in the local newspaper, school newsletters, TV news and radio centers;

Holding registration and informational booths during campus open-house;

Maintaining an active social media through our afterschool Facebook and twitter accounts;

Highlighting the program through our Afterschool Program Primetime Show, a 30-45-minute show televised on the local district network.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Throughout the process of developing the STARS Afterschool Program, one prominent need shared by our partners was transportation. The stark reality is that rural schools cannot function without transportation and our families rely heavily on school buses to get their children to and from school. During our interviews, we heard stories of dedicated bus drivers working overtime and making several trips a day to ensure students participate in afterschool tutorials and arrive safely home. We also heard more difficult stories of mothers walking along country roads, with younger children, to pick up children who miss the bus. We believe the support 21st CCLC funding provides for transportation is critical; and it will provide an opportunity for students who would not normally attend afterschool programming to participate.

For example, San Perlita ISD serves families living in a 329 square mile area. This area consists of parts of the HP El Sauz Ranch, Frank D. Yturria Ranch, Rockefeller Ranch, East Ranch and Port Mansfield, all unincorporated areas. The three campuses participating in this grant are situated south of San Perlita city limits. Although some students live "in town", an area roughly one mile by one mile, a significant number reside in the other communities and rely on district transportation. Roughly 25-30 students live in Port Mansfield, community 17 miles east of San Perlita. The bus picks up students about 7am and makes several stops along Texas Ranch Road 186, where parents wait along the highway for their children to be picked up. For another 12-15 students, San Perlita ISD has two SUV routes dedicated to families residing west and north of San Perlita. The westbound route picks up students along the "back road", FM 1762, while the northbound route picks up students who live on Rockefeller Ranch. Similar to the situation at El Sauz, parents transport their children from their homes to the ranch gate to await SPISD transportation in the morning and repeat the process in reverse each afternoon. With the exception of a few high school students who have vehicles and bring siblings and/or neighbors, the availability of transportation is critical for the students whose families live in these areas. Although the district is not required, they provide transportation to students for academic enrichment and remediation taking place on Saturdays and afterschool, as participation is adversely affected otherwise.

In Rio Hondo ISD, the district is faced with some additional barriers. Two years ago, the Texas Department of Transportation began repairs on the Rio Hondo Bridge, a historical drawbridge in the middle of town that was built in 1953. The bridge is one of only two working lift bridges in Texas and is a main tourist attraction for the community. However, since construction began RHISD school buses have been re-routed, adding an additional 20 miles to daily bus routes in both the morning and afternoon. This makes for a long school day for both students and staff. Yet, bus drivers shared there is no other option especially since the families need the buses to transport their children to school. Along with lengthy bus routes, the district is faced with additional bus repairs especially since students live in isolated areas with gravel roads or in farming areas where buses drive along canal banks. Buses often face damages to tires or the vehicle trying to traverse large pot holes or weathering roads. As a small district, RHISD does not have a large budget for transportation and while the school has grown, the transportation budget has remained the same. In this grant, we have provided a transportation budget for RHISD and SPISD. San Benito CISD will provide its own transportation as an in-kind donation.

SBCISD has prior experience setting up transportation procedures for 21st CCLC grants and ensuring busing is safe and effective once afterschool programming is dismissed. These same procedures will apply in Cycle 10 for bus transportation at RHISD and SPISD, including educational field trips. Site Coordinators will accompany children on the bus and ensure a family member is home when the bus arrives. Children will not be left at home if a guardian is not present is not home. If a parent elects to have a child use bus transportation, the child cannot be picked up by any other family member. If the parent decides to pick up their child from the center, they must provide a valid Texas Driver's License to the Site Coordinator and sign a release form. Bus drivers supporting the afterschool program will also be trained on these procedures. We will also request that bus drivers assigned to lengthy bus routes during the school day, not be assigned to our evening program to prevent any accidents due to fatigue. Overall, we will ensure the safety of our students in the afterschool program is our number one priority.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

San Benito is home to one of the largest "Winter Texan" populations in the state. Many of these senior citizens are retired teachers and make excellent volunteers for our program. In fact, many Winter Texans have participated in our afterschool program in the past and bring a refreshing perspective to the Texas ACE program. They are skilled educators and add a rich diversity to our staff.

In an effort to recruit volunteers, we will organize a Volunteer Fair at the beginning of the year and specifically reach out to the local retirement community, Fun n' Sun. We will promote the Fair by posting flyers at the Fun n' Sun community center and informational boards. Senior volunteers that do sign up will be interviewed by the Project Director to discuss their qualifications and the best placement in the program. We intend to offer various incentives for their time, including the opportunity to participate in our health fairs, 5K race, and adult education classes. We will also hold a celebration at the end of the year to thank all our volunteers. We believe working with senior volunteers provides a unique opportunity to bridge their experience with our staff and hopefully alter the perception young adults sometimes have when working with older populations. We also believe this volunteer experience will provide an opportunity for senior volunteers to use their time to give back to the local community.

All volunteers working with students will be fingerprinted and must undergo a criminal background. They will also participate in any required program staff training. It will be optional for volunteers to be certified in CPR and first-aid.

Since Rio Hondo and San Perlita do not have this same resource, we will work to assign our volunteers to their sites. We will also ask members of their communities to volunteer through organizations such as: Rotary Club, the Junior League, Knights of Columbus and other volunteer entities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Attached to this application are letters of support from educational leaders of San Benito CISD, Rio Hondo and San Perlita ISD. These individuals have committed to support the program during the entirety of the grant and have agreed to play an active role in securing local resources to ensure the program continues after the grant.

To garner support over the course of the grant, program staff will keep school board officials informed of the measured impact Texas 21st CCLC funds have on the lives of students and families. The Project Director will present information once a semester to each district board outlining the improvements on academic performance, attendance, behavior, promotion and graduation rates. It is important to note, San Benito CISD has already shown a commitment to honoring past Texas 21st sustainability plans by providing local funds to support afterschool programming at 8 of our 19 schools. To date, SBCISD has invested a total of \$400,000 in local funds to continue afterschool programming in our community. This support includes offices, facilities, classrooms and financial resources to hire the necessary staff to continue running afterschool programming at non-grant sites. San Perlita and Rio Hondo ISD have also done the same by continuing to offer some form of afterschool programming since grant funding ended for Cycle 6 and 7. However, the Project Director will work closely with each district to establish buy-in for afterschool programming.

Year 1: In order to incorporate the STARS Afterschool Program into the local budget, the Project Director will present to SBCISD, RHISD and SPISD school boards the costs to sustain the program. Year one will be dedicated to getting our work in front of educational leaders and sharing data regarding our impact. At this time, the Project Director will notify the board how funding was spent and any improvements needed to continue in Year 2. We will also inform our non-profit partners of the progress and discuss options on how might programming be offered at no cost or at a discounted rate for our students after the life of the grant.

Year 2: In Year 2, the Project Director will present an abbreviated list of the expenses that require local funding. Following districts' policies, the first meeting will occur in early Fall with the board's curriculum committee. The second meeting will be in April of the following year to meet with the finance committee. The Project Director will make a formal request to support the project after Year 3. The proposal will prioritize academic activities and any other expenses that are critical to the program's success.

Year 3: In Year 3, the Project Director will meet with all program staff (prior to the school board meetings) to prepare a long-term proposal of the funding needed to continue the STARS Afterschool Program. The Project Director will consider abbreviating the program and will outline the staff and operating supplies needed to continue the program. The Project Director will meet with Superintendents, provide a proposed budget and discuss how local resources can be redirected to support some portion of the program. In the end, the Project Director will prepare a final proposal that will be presented to school board members of SBCISD, RHISD and SPISD with an intention to vote on a sustainability plan to support the project after Year 3.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Over the years, SBCISD has established buy-in from the community and educational leaders. We have continually proven the worth of afterschool programming and plan to spur this same interest and investment in Rio Hondo and San Perlita. The lessons we have learned with establishing long-term support and commitment is that it takes time. It is difficult for any district to replace 100% of the funds provided by federal or state grants, so we have worked slowly to integrate pieces of the afterschool program that are manageable for any school budget. We also work with community partners to solicit free or in-kind services to allow us to continue the type of programming we establish through 21st CCLC funds. For example, we work annually with Texas State Technical College to staff our programs. They provide \$20,000 of in-kind staff support through their work study program. SBCISD has also invested \$400,000 of local funds to support 8 centers that were supported by previous grant funds. We secured these funds by working with a community advisory task force and involving the local community in our work. By showcasing the afterschool program through free community plays, concerts, recitals, fashion shows, and other events we demonstrate the importance of the work we do.

While this grant application does not require a community advisory task force, we will be establishing a task force for each district. The community advisory councils will be involved in creating program awareness, providing ideas for program implementation, and supporting program staff to develop a plan to sustain programming after the life of the grant. Each district will hold two meetings a semester (excluding summer) and participate in one joint council meeting at the end of the academic year. Meetings will be well-documented with prepared agendas, sign-in sheets, and minutes. The purpose of these meetings is to report on the academic and enrichment advancements of our students and families, showcase any key successes regarding academic progress and to gather feedback. The memberships of these councils will consist of no more than 20 members and will include individuals such as: city and school board officials, parents, business owners, non-profit organizations, university/college representatives, health service providers, and afterschool program staff. It will be required that the Project Director and Family Engagement Specialist attend all meetings. Through our new Community Advisory Council, we will begin working on a strategy to secure funds for the staff and activities. Furthermore, we will collaborate with our local parental involvement program to discuss the types of activities they can provide once the grant is complete.

For this grant, we will incorporate similar efforts and build upon our current partnerships. For example, we will collaborate with the University of Texas Rio Grande Valley to integrate counseling interns into our program. They will provide over \$100,000 of in-kind staff support through their graduate internship program. We will determine if we can continue to use such program to support our students after the life of the grant. We will also encourage district administrators to consider offering future Title I funds to support academic instruction and the new mentor program.

Furthermore, we plan to leverage Cycle 10 grant funds to work with other organizations that can provide in-kind use of their facilities to support programming. For instance, we will request the use of the San Benito Housing Authority's community building for adult education classes such as ESL, GED, and computer classes free of charge. We will also work with programs like Texas A&M AgriLife Extension that provides environmental courses and workshops to support us with hosting Robotics, Coding and Engineering competitions. Another local program we will work with is The University of Texas-MEND (Mind, Exercise, Nutrition, Do it) program to support us with health and obesity programming for children ages 7-13 years old.

We believe with the support of our Community Advisory Council and the various local organizations that receive federal, state and local funds, we can make the best use of public resources.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Judge Oscar De La Fuente Elementary 2700 S. Sam Houston San Benito, TX 78586		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031-912-116				
	Cost per student	\$ 667				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	La Paloma Elementary 35076 Padilla Street San Benito, TX 78586		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031-912-114				
	Cost per student	\$ 667				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Rangerville Elementary 17558 Landrum Park Road San Benito, TX 78586		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031-912-108				
	Cost per student	\$ 667				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Angela G. Leal Elementary 33356 FM 732 San Benito, TX 78586		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031-912-117				
	Cost per student	\$ 667				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):	60		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	San Benito High School 450 S. Williams Road San Benito, TX 78586		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	031-912-001				
	Cost per student	\$ 667				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	60		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Rio Hondo Intermediate 609 N. Reynolds Road Rio Hondo, TX 78583		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031-911-103				
	Cost per student	\$ 667				
	"Regular" student target (to be served 45 days or more annually):	120	Parent/legal guardian target (in proportion with student target):	60		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name	Rio Hondo Elementary (K-2)				
	9-digit campus ID number	031-911-102				
Estimated transportation time	0.03 mile (5 minute walk)					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Rio Hondo Junior High 501 N. Reynolds Road Rio Hondo, TX 78583		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	031-911-041				
	Cost per student	\$ 667				
	"Regular" student target (to be served 45 days or more annually):		100	Parent/legal guardian target (in proportion with student target):		50
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Rio Hondo High School 22547 State Highway 345 Rio Hondo, TX 78583		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	031-911-001				
	Cost per student	\$ 667				
	"Regular" student target (to be served 45 days or more annually):		80	Parent/legal guardian target (in proportion with student target):		40
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	San Perlita Elementary 22987 Trojan Drive San Perlita, TX 78590		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	245-904-101				
	Cost per student	\$ 667				
	"Regular" student target (to be served 45 days or more annually):		90	Parent/legal guardian target (in proportion with student target):		25
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **031-912**

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	San Perlita High School 22987 Trojan Drive San Perlita, TX 78590		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	245-904-002				
	Cost per student	\$ 667				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	25		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name:	San Perlita Middle School				
	9-digit campus ID number	245-904-041				
Estimated transportation time	Adjacent, < 2 minute walk					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Management & Budget Plan:

San Benito CISD has managed previous Texas 21st CCLC grants and is familiar with guidelines and requirements necessary to run an effective program. In the past, our program has served as a model for other afterschool programs and staff has presented at state conferences on best practices for safety, sustainability and program management. We believe the key to an effective management plan involves: strong communication with staff and program partners, on-going staff training, accurate data collection/tracking, and effective program monitoring and evaluation. We will be using these same strategies to ensure management of Cycle 10 is effective across all districts. Furthermore, we have had previous experience collaborating with other school districts through Texas 21st CCLC grants and will use lessons learned through those experiences to improve our management processes with this new partnership.

The Project Director will hold biweekly staff meetings with Site Coordinators. Meetings will include topics such as program goals, tracking attendance, and TEA requirements/training. These meetings will also be dedicated for Site Coordinators from each district to share innovative practices occurring at their home campus. At the beginning of the school year, a center budget will be provided to each Site Coordinator to plan activities and hire staff based on their campus needs. Expenditures must adhere to district policies and will require prior approval by the Project Director. The Project Director will meet with Site Coordinators monthly to evaluate the status of their budgets and to monitor progress towards their program goals. To ensure support from district administrators, the Project Director will meet periodically with superintendents and campus principals at SBCISD, RHISD and SPISD to discuss programming updates and issues.

At the community learning centers, Site Coordinators will meet with grant center staff on a weekly basis. These meetings are designed to discuss scheduling, programming, training and any other procedures discussed at administrative staff meetings. Site Coordinators will ensure all center staff complete orientation and are familiar with policies/procedures provided through the Texas ACE Blueprint (rules, forms, lesson plans, etc.). For the safety of students, Site Coordinators will be trained on the district's code of conduct, compliance procedures, as well as trained in CPR and first-aid. All (10) Site Coordinators will receive two-way radios to communicate with grant center staff during programming. With regards to special emergencies, Site Coordinators will call and email the Project Director if an accident concerning a student has occurred. This will provide a record of the incident and prepare the Project Director, as well as, the principal of any potential parent meeting regarding the incident the following morning.

Center Operations:

The STARS Afterschool Program will have thorough procedures to ensure our students, parents and staff are safe at all times. We will utilize the Texas ACE Blueprint safety measures guidelines and set up mock emergency scenarios to remain vigilant and prepared should an emergency occur. The Texas ACE Blueprint Safety Self-Assessment will be conducted at the beginning of each semester with Site Coordinators and school administrators.

A "STARS Safety Team" will be formed and they will conduct walk-throughs at all 10 sites at the start of each semester to survey classrooms and program areas. The goal of these walk-throughs is to create an emergency plan for each site, identify emergency exits, evaluate safety equipment, secure doors/windows, and document "blind spots". Blind spots are areas that students may interact with other students without direct eye-contact or supervision. Center staff will be trained in basic first-aid and CPR. Also, safety procedures and policies will be documented in the Staff Operations Manual. In addition, the safety team will devise code words to centralize students and staff to one area during weather or hostile situations. Code words are important in order not to trigger panic or disorder during hostile situations. To maintain records of all participants, every individual is required to sign-in and out. Incident reports will be completed by Site Coordinators should a child be injured. If a situation or injury occurs, Site Coordinators will call the parent or legal guardian immediately as well as notify the Project Director. An email will also be sent to the school principal to document the incident. The STARS Safety Team will keep safety procedures and policies up-to-date and ensure they are being followed. We will consult with the Superintendent as the lead authority to cancel programming should a life-threatening situation occur.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

We will employ a mixed-method approach by using quasi-experimental and qualitative research methodology to collect and evaluate data. Our proposed design will utilize assignment of students currently in the STARS Program and a comparison group. We estimate that 1,050 students will be in STARS Program while 525 students will be in comparison group. We also will use personal interviews, focus groups, and observations to identify participants' and stakeholders' perceptions of meaningful aspects of the afterschool program. Important stakeholders include parents, teachers, counselors, administrators, and community partners. Additionally, we will employ formative and summative components to evaluate effectiveness. Formative components include qualitative interviews with students and stakeholders in the middle of grant period. Based on findings and feedback from these interviews, changes will be made to improve the program if necessary. Summative components include quantitative data on students' changes in outcome variables (e.g., core course grades, perceptions of school climate) as well as interviews regarding meaningful program experiences.

All quantitative measures are aligned to project goals and have evidence of reliability and validity. The following student-level data will be used to make comparisons between afterschool participants and a comparison group of non-participants: school day attendance, core course grades, mandatory discipline referrals, on-time achievement to the next grade level, high school graduation rates, and high school student career competencies. In addition to academic data, we will collect information on the following personal and social characteristics: hope, college-going self-efficacy, life satisfaction, and school climate. These variables have been shown to influence high school and college students' academic success, mental health, and goal achievement. By measuring students' academic data as well as personal and social characteristics, we will be able to determine the extent to which participation in afterschool program activities influences these important outcomes.

We will use statistical analyses to analyze quantitative data. First, pre-test and post-test values for outcome measures will be analyzed using t-tests and Split Plot Analysis of Variance (SPANOVA). We will use this analysis to measure within-group as well as between-group differences and changes between afterschool students and students in comparison group. We will use What Works Clearinghouse's (2002) guidelines for establishing baseline equivalence in order to make meaningful comparisons. In addition to quantitative data, we will conduct personal interviews, observations, and focus groups with stakeholders in the middle and end program.

By utilizing the logic model for Texas ACE centers, the evaluator will examine program resources, review implementation of practices, study activity and participation outputs, record intermediate outcomes, and determine the program's impact. Along with the logic model, the evaluator will have access to grant program data and student data from PEIMS. The evaluator will be assigned access to TX21st to view program data such as enrollment, demographics, attendance, and activity information. We will also work closely with the PEIMS Coordinator so that the evaluator can collect information on students' academic performance.

The evaluator will meet with Project Director and Program Staff during the year. Findings from formative assessments in the middle of grant period will be used to improve program activities if necessary. Findings from summative assessments will be discussed at the end of each year and used to make program changes for improvement. The evaluator will share results with key stakeholders through one-on-one meetings, working meetings, and formal presentations to district administrators, parent groups, and community advisory council. The evaluator will also prepare a final report (as recommended by TEA) that will be published online through our program website. As one example of how results will influence changes in program quality, project personnel will use evidence-based practices to provide educational and related activities that will complement and enhance academic performance and positive youth development. The following are evidence-based interventions that will be integrated into afterschool program activities: positive psychology (Seligman, 2002), dialectical behavior therapy for adolescents (Lenz & Del Conte, 2018), and mindfulness-enhanced strengthening families program (Coatsworth et al., 2014). Including research and evidenced-based interventions into afterschool programs might potentially help students not only improve academic performance but also personal and social characteristics such as hope and life satisfaction.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 031-912		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-912

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-912

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-912

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-912

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-912

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 031-912

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 031-912		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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Via telephone/fax/email (circle as appropriate)	By TEA staff person: